

# Putting Your Workshop Online - Techniques

Joe Struss

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# Contents

<b>1</b>	<b>Overview</b>	<b>2</b>
<b>2</b>	<b>Video</b>	<b>3</b>
2.1	Using existing Video clips . . . . .	3
2.1.1	YouTube Video . . . . .	3
2.1.2	DVD Video . . . . .	4
2.2	Creating your own Video Clips . . . . .	4
2.2.1	Flip Camera or an iPad . . . . .	4
2.3	Using Video Clips Online . . . . .	6
2.4	Uploading to the Helix Video Server . . . . .	6
2.4.1	Uploading Standard Video and Audio to Angel . . . . .	10
<b>3</b>	<b>SoftChalk and HTML</b>	<b>11</b>
3.1	Creating a Certificate with SoftChalk . . . . .	11
3.2	HTML Spacing . . . . .	12
<b>4</b>	<b>Copyright</b>	<b>14</b>
4.1	Copyright . . . . .	14
<b>5</b>	<b>Angel Tips and Tricks</b>	<b>17</b>
5.1	Other Angel Features . . . . .	17
5.1.1	Discussion Group options: Private Blog and Hot Seat . . . . .	17
5.1.2	Gradebook Features . . . . .	18
5.1.3	Quizzes and Activites . . . . .	19
5.1.4	Using Angel Agents . . . . .	21
5.1.5	Additional Tips . . . . .	22

# Chapter 1

## Overview

Items suggested for the second workshop:

- Ripping Video from YouTube and DVD
- Creating Video clips for a class
- Helix at Iowa Valley
- Importing video and audio into Angel
- Creating a certificate with SoftChalk
- Look into HTML spacing
- Copyright
- Discussion group options - private blog and hot seat
- Gradebook features of Angel
- Quizzes and Activites on Angel
- Using Agents in Angel (scripting)

# Chapter 2

## Video

### 2.1 Using existing Video clips

#### 2.1.1 YouTube Video

You can link to a YouTube Video on an LMS or on Facebook but sometimes you actually want to use the video itself. However, before you grab a video, you should make sure that you have a right to use that video as an educational resource which we will cover later in the section on Copyright.

Getting a video out of YouTube that you can use is normally a little tricky. If you search on *youtube video downloader* or something similar you will get a lot of results some of which are good and some of which are not so good. Downloaders change frequently so purchasing a commercial downloader is usually your best bet.

The commercial converter that I've had the most luck

with is the iSkySoft YouTube Converter: [www.iskysoft.com](http://www.iskysoft.com). Not overly expensive but currently works better on a Macintosh than a Windows system. They have promised updates in the near future on the Windows end and YouTube does change its formatting periodically so your results may vary.

### **2.1.2 DVD Video**

If you have an the rights to use a video clip on a non-encrypted DVD for an online class, an easy way to get that clip is to use **handbrake- handbrake.fr**.

Handbrake is an open source transcoder for Windows, Macintosh and Linux that can grab a video clip from a non-encrypted source DVD. Handbrake is a great tool for moving video clips from a DVD to a another format for use online or on the web.

## **2.2 Creating your own Video Clips**

### **2.2.1 Flip Camera or an iPad**

A Flip camera is a pocket-sized camcorder that can be used to quickly produce short video clips. The Flip actually plugs directly into a USB port so your can just grab clips from the camera just like any other USB device.



Figure 2.1: The Flip Camera

The iPad and many other tablets have the capability to produce short video clips built right into the system. Just use the camera feature, flip it over to the camcorder option, and touch the red button to starting shooting your video.

The whole idea of creating a short video is to actually give your course a strong instructor element and to show that you are actually working directly with the students.

For the instructor, if you are going to be doing a lot of these short video clips; then you will want to create a media workflow for yourself. A workflow is just a way to efficiently create and then immediately use your media. For instance, some instructors make comments for each individual student to a video clip, convert all the clips and then e-mail them out to students as a group. Another instructor might individually create the video, convert it then e-mail it out. It all depends on how much setup and work it takes for each step to complete.

## Screen Capture & Video/Audio Conversion

An online instructor frequently has to do screen captures to create video clips for demonstrations plus convert video/audio formats from existing video/audio clips.

In terms of screen capture programs, I usually recommend things like SnagIt and Jing on the low end and Camtasia on the high end. There are a lot of free audio and video converters out there on the web to find.

**Handbrake** for video conversion and **Audacity** ([audacity.sourceforge.net](http://audacity.sourceforge.net)) for audio conversion is probably the best of the bunch in terms of converting video and audio respectively. Amongst the commercial converters I like the iSkySoft line on the low end and the Adobe Media converter products on the high end. You are probably looking for an output format of MP3 or MP4 or other common types like MOV.

### 2.3 Using Video Clips Online

### 2.4 Uploading to the Helix Video Server

If you store your video files on the Iowa Valley Helix Video server, your students will be able to download your videos faster or play them quicker on the Angel LMS than if the videos were on YouTube or on some other web site. The Helix video server is actually pretty easy to use.

To login to the Helix video server use your IVCCD ID and password and go to: **hml.iavalley.edu**.

*Note:* If your ID/password doesn't work, send a ticket through the IT helpdesk to get your ID added to Helix.

After you have logged in then click on **Upload** and:

1. Give Details about your video clip
2. Browse to the Clip on your desktop
3. Choose a thumbnail
4. Choose associated files, submit & wait for encoding.

Once completed, if you go under the **Your Account** item and pull down to **My Media**- there you will find a preview of your video. But you can also find its full page by searching on its title or clicking on its category in the search box or category drop-down area provided.

You should also get a short e-mail from the Helix video server once your encoding is complete that will include both a link to find that video file within the Iowa Valley Helix system and a modern embed code for that video.

You can then use the link to go onto the Helix server and get a different embed code or just use the embed code given within the message in order to add the video to your LMS system. If you log on to Helix, you will find that you even have different size options as well as





Figure 2.2: An Example Helix Video

additional options for using Flash or Javascript in your embed code.

Within Helix, if your students are using older browsers then click on the *Use Legacy Flash Code* to get the embed code that you need. If your class is using more modern browsers like Chrome, you should use the embed code as listed. You can actually put both embed codes on a single page if you would like to do that.

Try this one out, login to the Iowa Valley Helix Video Server then go to:

<http://hml.iavalley.edu/Play.aspx?VideoId=584>.

To add this video to your Angel LMS class, the easiest method is to pick the size you desire. Next copy the code in the box. Finally go into Angel and inside a folder or any standard content item—click on **Settings** then click

the **Source** button and paste in the code.

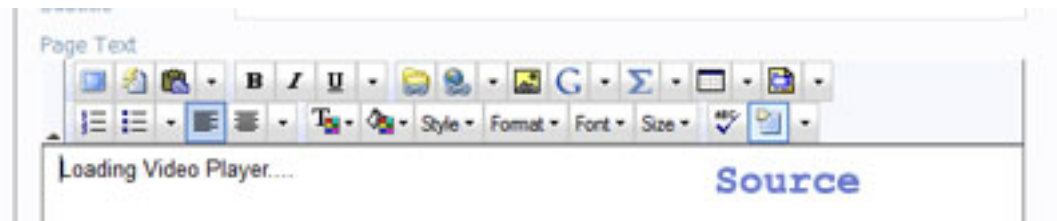


Figure 2.3: The Source Button within Angel

Next click **Source** again and finally click on the **Save** button and your video clip should appear within Angel.

If you don't see the video, make sure your browser is not blocking the video source. Look in the upper right (Firefox) and upper left (Chrome) for a shield or stop sign to click on.

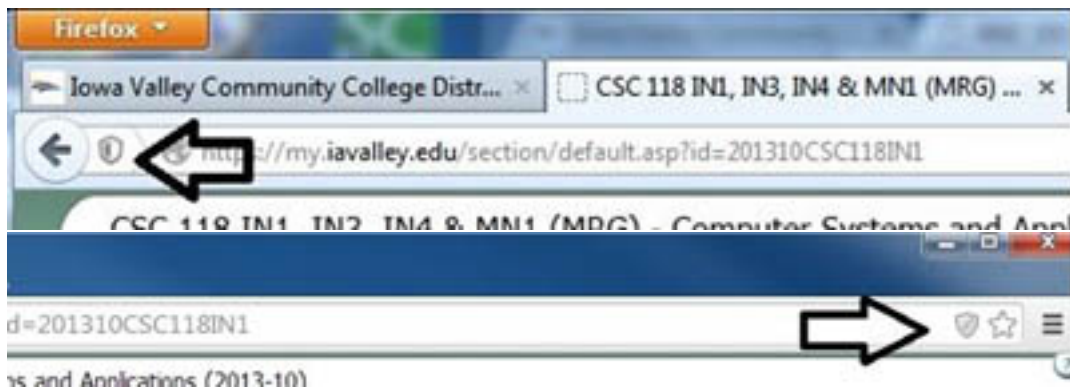


Figure 2.4: Browser Video Shields

Most modern browser consider a link between a secure web page like Angel and a standard web page like the Helix server to be an unsecure connection and so require you to approve the connection.

### 2.4.1 Uploading Standard Video and Audio to Angel

Select **Settings** on an item like a folder then pull down using the pulldown menu **next to the G** to **Media**.

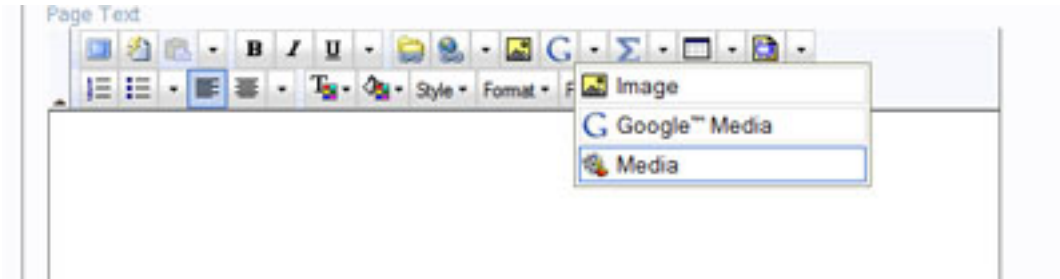


Figure 2.5: General Media within Angel

Next click on **Browse Server** then click on **Browse**. Select the media file on your desktop then click on **Upload**. Finally click on the **name** of the media item then click on **Default Dimensions** and **Save**. Finally click on **Save** at the bottom of your page to save the settings.

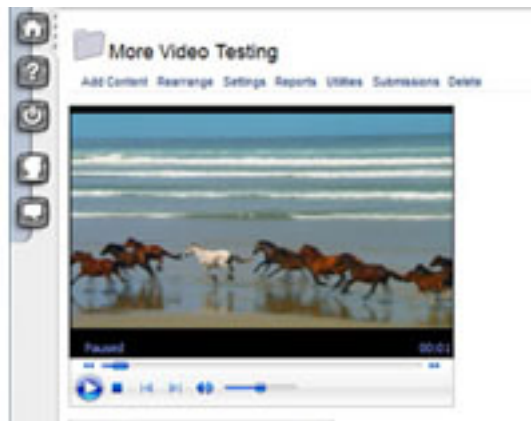


Figure 2.6: Video and Audio within Angel

# Chapter 3

## SoftChalk and HTML

### 3.1 Creating a Certificate with SoftChalk

Softchalk has a method of making a diploma certificate for a class based upon an online score. To do this, go under **File** to **Package Lesson**. Next fill out the information for your class. For Angel you normally store the SoftChalk module as a zip file to make it easier to import.

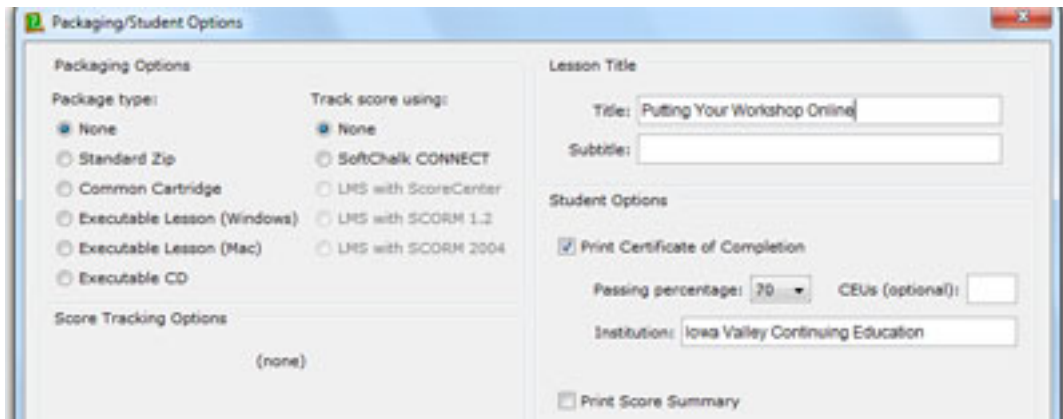


Figure 3.1: Softchalk Certificate Setup

Once that level of mastery score has been obtained by the student, they can then print out their certificate.



Figure 3.2: A Softchalk Certificate

**Task:** Try this out online. It is a nice addition to most non-credit online modules and helps the student feel like they have really accomplished a goal.

## 3.2 HTML Spacing

Line spacing in HTML can be controlled by the style option or parameter option on the p tag.

```
<p style="line-height: 1.5em;">
```

One can also change line spacing with:

```
<p style="letter-spacing : 1em;">
```

On the Angel LMS, you can select the **Settings** mode on any element then simply switch into **Source mode** and you can add this tag to any standard HTML paragraph.



# Chapter 4

## Copyright

### 4.1 Copyright

Copyright tends to be a subject that a lot of teachers try to avoid but there are some basic guidelines that you can follow even in digital media.

[www.educationworld.com/a\\_curr/curr280a.shtml](http://www.educationworld.com/a_curr/curr280a.shtml)  
[fairuse.stanford.edu/Copyright\\_and\\_Fair\\_Use\\_Overview/](http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/)

The basic thrust of most of these is that digital copyright is not entirely fixed in law and that you can link to a video on a resource such as YouTube for use in a class. Anything beyond that does get into a grey area quite quickly. You can always ask the owner of the digital media for permission to use a video clip within your instructional module. Many YouTube video clip owners are often quite happy to allow you to do this and may even provide you with a source video clip.

Rob Wier of “Inside Higher Education” has some tips for the use of such videos <sup>1</sup>

- Look for videos of under 10 minutes in length. There are uploads of entire documentaries, movies, shows, etc. but you probably can’t devote one or more classes entirely to that source.
- A bad video declares itself so almost immediately. In most cases you don’t need to settle for it. Test-drive another.
- Try to find videos that do more than replace your talking head with another. The idea is to change the class pace, not replicate it.
- Make sure that you watch a promising video to the end before you choose it. Few bad videos become good, but quite a few good ones do go to the “bad”.

Rob Wier also mentions that you can do a “live” link from Powerpoint directly to an online video which will work well in a classroom with a fairly decent internet connection.

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<sup>1</sup>“Instant Mentor”, *Inside Higher Education*, March 21, 2012, (online edition).



Mr. Weir goes on to give the following tips for working with students after showing a video clip:

- Don't immediately return to regularly scheduled programming, as it were. As in the example above, take a few moments to ask for student feedback on what they saw.
- A good listening exercise is to ask students to jot down the three major points or details they see in the video. Have your class roster in front of you and call on students randomly to share that feedback. Accept volunteers only after calling on three. (This avoids the "I had the same things" response.)
- Gently push those who don't wish to speak. You need to send the message that the videos are part of the learning experience, not a "commercial break" in which their minds can turn off.

Many of these same type of techniques can be used inside of an online module particularly using Discussion Groups and Forums.

# Chapter 5

## Angel Tips and Tricks

### 5.1 Other Angel Features

A lot of the Angel special features are covered in the Angel Evergreen Summary cards that are available from the class web site:

[www.itlearningpods.com/LMS](http://www.itlearningpods.com/LMS)

#### 5.1.1 Discussion Group options: Private Blog and Hot Seat

The Evergreen Discussion summary [angeldiscussion.pdf](#) goes over the basics of setting up an Angel discussion group.

To create a “private user journal” for a discussion between you and a student. Create a normal discussion then with the **Interaction** tab for that discussion switch the mode to **Private User Journal**.

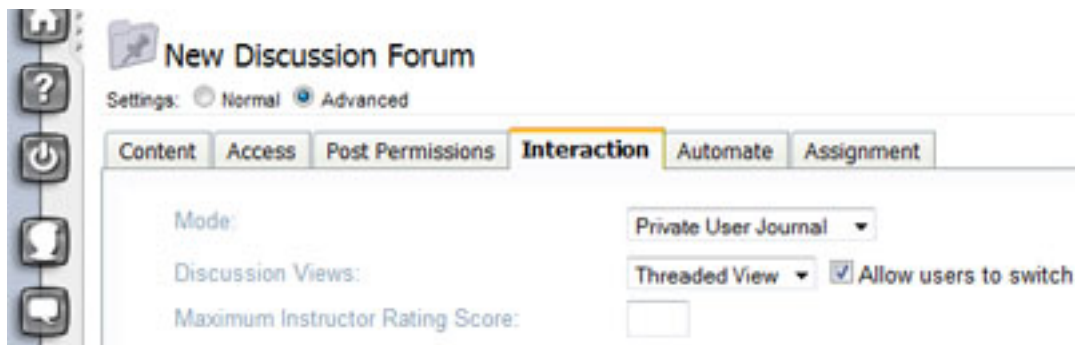


Figure 5.1: Private User Journal in the Angel LMS

This YouTube video also shows you the same technique for creating a private user journal:

<http://www.youtube.com/watch?v=Kfwupq2VJgA>

In “hot seat” mode, you can select a student or a team of students that have to respond to posts. “Post First” mode means that a student has to post first before they can see or respond to the rest of the discussion. While in “fish bowl” mode one team or group discusses the problem while the other team or group observes.

### 5.1.2 Gradebook Features

Besides the summary from Evergreen that is on the web site, the web has several other excellent sources of information regarding the Angel gradebook.

This YouTube video is an excellent overview of the Angel Gradebook:

[http://www.youtube.com/watch?v=V\\_28-XUSTfc](http://www.youtube.com/watch?v=V_28-XUSTfc)

This one from Penn State, covers most things you would want to do with an Angel gradebook. Warning though that Penn State has a slightly newer version of Angel than Iowa Valley so certain variations will apply:

<http://its.psu.edu/training/handouts/>

And here are some very useful do's and don'ts regarding the Angel Gradebook- again from Penn State:

[sites.psu.edu/behrendedtechsupport/2012/08/09/](http://sites.psu.edu/behrendedtechsupport/2012/08/09/)

### 5.1.3 Quizzes and Activites

The Evergreen summary on the Web site gives an excellent quiz overview. Beyond quiz items, you can also use other activites like Wiki's and Survey's to help motivate your students.

The Wiki content item within Angel: **Add Content** → **Wiki**; creates a blank wiki page for you. Put some base data or questions onto the page and have your student edit the page for content. It is kind of a group activity where you can have different opinions and student's can alter each other's work. Angel also has an excellent mechanism for the instructor to break down these exchanges and allow them to grade the changes to the wiki much like an online discussion.

Here is a nice overview of Wiki's from EVSC:

<http://www.evscicats.com/elearning/angel.html>

Survey's on Angel, allow one to do a quick vote with students on something that is relevant to the curriculum. To get to the Survey content item within Angel on a standard Angel item click on: **Add Content** → **Survey**.

A Survey is a like a mini-quiz, you can do one to gain some information from your users and then you can post the results to your class.

Create a survey and then use the preview mode (glasses in the upper right corner) to see your survey from a student's perspective.

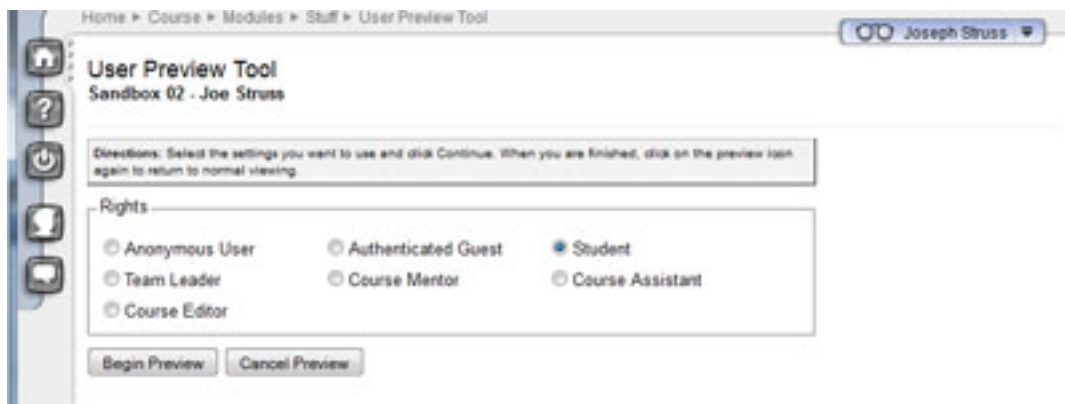


Figure 5.2: Preview Mode in the Angel LMS

Preview Mode which allows you to see things from a student's perspective is one of the most useful features of the Angel LMS.

#### 5.1.4 Using Angel Agents

The Angel Tokens Guide on the web site goes over the basics of using Angel Agents. Angel Agents are ways that you get Angel to automatically do things like make a folder available to a student after a certain score is obtained or to leave a message to a student during login.

To use Angel Agents, click on the **Automate** tab then click on **Add New Agent**. First **Name Your Agent** then click on the type of agent that you are wanting either: **Schedule, Content or Event** and when you want this agent to take place.

Try **Event** and then **Enter Course** then click on **Next**. After that select which users that this agent should effect. For this example, take the default which is **All users** and then click on **Next**. Finally choose the **Action Type** from the dropdown list. This is what is going to happen when the conditions are met so in this case choose **Message** and put in a Welcome message then click on **Next** and **Save**.

You should now have a new agent in your agent pool and if you leave the course and come back in to your course from the Angel course menu then you should see your new message. Agents are a very powerful tool within Angel and can help you look for specific situations in

your class or let different class members take your class at different rates.

### **5.1.5 Additional Tips**

I have also placed out in the class files some additional Angel tips from Rose Hulman that I found very helpful when using Angel.

Hopefully you have picked up some additional tips and tools in this class. Online instruction can take a while to create but can also be very rewarding for an instructor who can be free to now approach things differently in the class or who now has the ability to deliver an entire course online.